

Palgrave Studies in Education
and Transculturalism

Series Editor
Ranjan Ghosh
Department of English
University of North Bengal
Siliguri, West Bengal
India

This book series is devoted to the exploration of new “transcultural” directions in the philosophy and praxis of educational studies. After the linguistic turn, the cultural turn and the historical turn, this series argues that we are now confronting a transcultural turn and the books in this series will explore, identify and articulate the burgeoning transcultural aspect of education studies, philosophy, theory and pragmatics.

More information about this series at
<http://www.springer.com/series/15459>

Ranjan Ghosh

Aesthetics, Politics, Pedagogy and Tagore

A Transcultural Philosophy of Education

palgrave
macmillan

Ranjan Ghosh
Department of English
University of North Bengal
Siliguri, West Bengal, India

Palgrave Studies in Education and Transculturalism
ISBN 978-1-137-48025-5 ISBN 978-1-137-48026-2 (eBook)
DOI 10.1057/978-1-137-48026-2

Library of Congress Control Number: 2016955699

© The Editor(s) (if applicable) and The Author(s) 2017

The author(s) has/have asserted their right(s) to be identified as the author(s) of this work in accordance with the Copyright, Designs and Patents Act 1988.

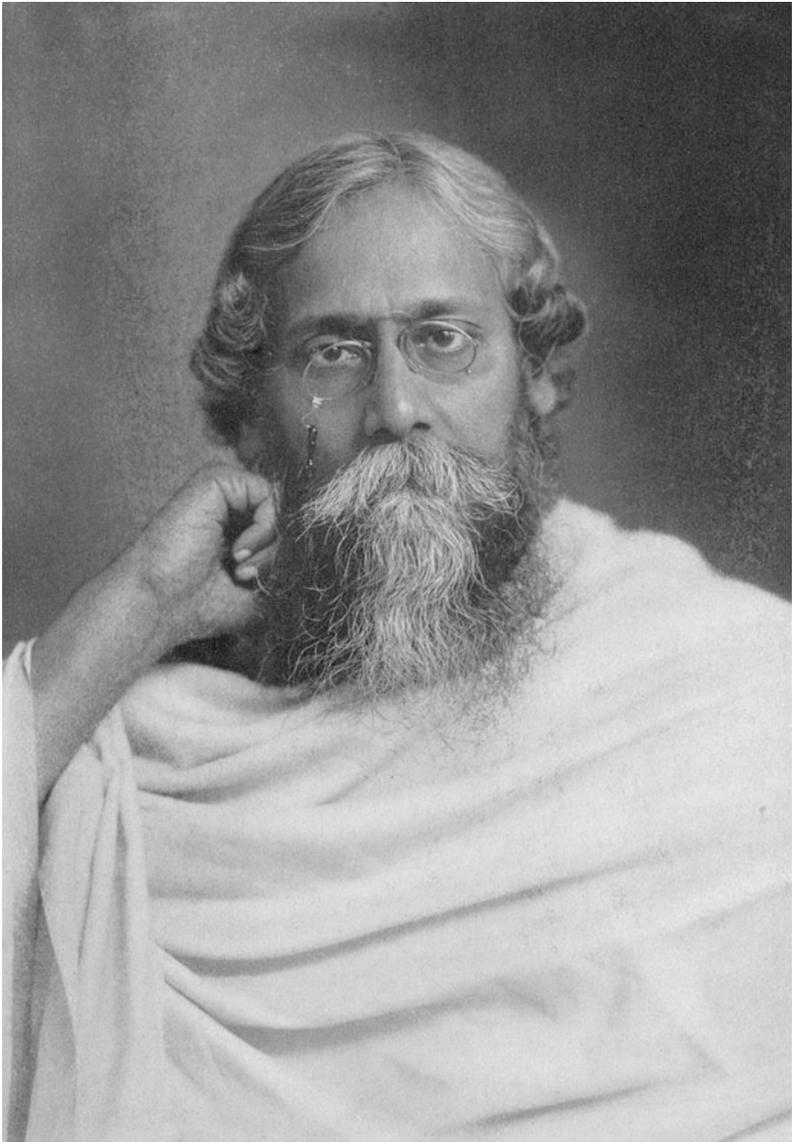
This work is subject to copyright. All rights are solely and exclusively licensed by the Publisher, whether the whole or part of the material is concerned, specifically the rights of translation, reprinting, reuse of illustrations, recitation, broadcasting, reproduction on microfilms or in any other physical way, and transmission or information storage and retrieval, electronic adaptation, computer software, or by similar or dissimilar methodology now known or hereafter developed.

The use of general descriptive names, registered names, trademarks, service marks, etc. in this publication does not imply, even in the absence of a specific statement, that such names are exempt from the relevant protective laws and regulations and therefore free for general use. The publisher, the authors and the editors are safe to assume that the advice and information in this book are believed to be true and accurate at the date of publication. Neither the publisher nor the authors or the editors give a warranty, express or implied, with respect to the material contained herein or for any errors or omissions that may have been made.

Cover design by Samantha Johnson

Printed on acid-free paper

This Palgrave Macmillan imprint is published by Springer Nature
The registered company is Macmillan Publishers Ltd.
The registered company address is: The Campus, 4 Crinan Street, London, N1 9XW,
United Kingdom



To Akshai, my nephew, who has re-educated me

PREFACE

The book got its trigger from a public lecture on Tagore's educational thought that I was invited to deliver at Wadham College, Oxford University, in 2011. Professor Elleke Boehmer's invitation and the discussion that followed this well-attended event made me wonder if this was the beginning of something that I could configure about Tagore as an educationist. Sumana, my intellectual conscience keeper and a very sensitive reader of Tagore herself, added the inspirational momentum to a possible book-length study. A multilateral reading of Tagore made me wake up to the hard and yet disturbing fact that almost nothing had been written on Tagore's educational thought from the standpoint of transcultural educational philosophy and theory. But this book turned out to be more difficult to write than I had thought. Four years of writing and rediscovering Tagore through an intense engagement with Western and Eastern thought and philosophy were demanding and daunting. My parallel writing projects on theories and the experience of literature and comparative poetics contributed to the framing of my transcultural position within which this book has finally come to rest.

Meanwhile, thought experiments on Tagore resulted in published essays: 'Caught in the Cross Traffic: Rabindranath Tagore and the Trials of Child Education', *Comparative Education Review*, 59, no. 3 (August 2015): 399–419; 'Rabindranath and Rabindranath Tagore: Home, History, World', *History and Theory*, 54, Issue 4 (December 2015): 125–148; 'A Poet's School: Rabindranath Tagore and the politics of Aesthetic Education', *South Asia: Journal of South Asian Studies*, 35, Issue 1, (2012): 13–32. Also, the transcultural and transpoetical Tagore

surge gave life to a book series which I now edit: *Palgrave Studies in Education and Transculturalism*.

The overwhelming intellectual and ‘resourceful’ support from colleagues across the academy nourished and nurtured my writing: Elleke Boehmer, Ankhi Mukherjee, Peter McDonald, Amrit Sen, Ashish Ghosh, K. Daniel Cho, Andrea Bramberger, David Kennedy, Dan Moulin, Walter Kohan, Michael A Peters, Lorraine Kasprisin, Mark Faust, David Carr, J. Mark Halstead, Mark A. Pike, Klas Roth, Pradeep Dhillon, Fazal Rizvi, Marianna Papastephanou, Henry A. Giroux, Melanie Walker, Dennis Hayes, Brahm Norwich, Byron Kaldis, Andrew Stables, Ulla Thøgersen, Sune Lægaard and others. I might have missed out on naming many other people who contributed differently to the completion of the book. The list then, by all means, is ‘potentially’ incomplete, as any record of intellectual debt inevitably is.

If my 5-year old nephew, to whom this book is dedicated with thoughtful amusement, picks this up to read as an adult some day and reads it to the full to comment and animadvert, I shall be happy to know that his education has remained incomplete. Education is thinking how differently we could be taught and made to learn. Professional degrees withhold us; education is about withdrawal, learning how voids are essential and replenishments are relentless.

CONTENTS

1	In and Out of Time: The Hungry Artist	1
2	No Schoolmaster: Aesthetic Education and Paedosophy	41
3	The Politics of Counter: Critical Education and the Encounters with Difference	135
	Bibliography	193
	Index	211